

Functional Language Arts Goals at a Glance

Goal 1 – READING

Students will read at increasing levels of complexity for a variety of purposes.

Goal 2 – WRITING

Students will write effectively for different audiences and specific purposes.

Goal 3 - LISTENING AND VIEWING

Students will use critical listening and viewing skills in various situations and for a variety of purposes.

Goal 4 – SPEAKING

Students will speak effectively in a variety of formal and informal situations.

Goal 1 - READING

Students will read at increasing levels of complexity for a variety of purposes.

Indicator 1: Students will apply various reading cues/strategies to interpret and comprehend text, e.g., context, semantic, syntactic, and graphophonic cues.

Benchmarks:

- a. * Recognize that different cues can be used to make predictions about and clarify text.
- b. * Determine when it is appropriate to use a specific cue/strategy.
- c. * Draw upon prior knowledge and experience to understand unfamiliar texts.

Functional Standards

- ☐ 1. Identifies (point to, show me, which is, etc) objects, actions, persons, properties, and places
- ☐ 2. Labels (tell me what this is) objects, actions, persons, properties, and places.
- ☐ 3. Matches object/picture to sound and vice versa.
- ☐ 4. Matches written word with picture of word.
- ☐ 5. Attends to being read to.
- ☐ 6. Shows that words and books convey meaning.
- ☐ 7. Retells story by filling in omissions, from memory, and using picture cues.

- ❑ 8. Engages in language play through using nonsense words, rhymes, and affixes.
- ❑ 9. Reads and comprehends meaningful words such as name and functional vocabulary.
- ❑ 10. Shows understanding that words and sounds can be represented in print.
- ❑ 11. Tells a story, not necessarily the one in print.
- ❑ 12. Recites the alphabet in order independent of a model.
- ❑ 13. Identifies (point to, show me, which is, etc) the letters of the alphabet, both upper and lower case.
- ❑ 14. Recites alphabet after a model (ABC song).
- ❑ 15. Demonstrates understand of direction words (e.g. on, under, in, between, etc).
- ❑ 16.* Names all upper and lower case letters and identify the representative sounds.
- ❑ 17.* Distinguishes long and short vowel sounds.
- ❑ 18.* Distinguishes the initial and final sounds in single-syllable words (e.g. pit/pat; bit/bat).
- ❑ 19.* Uses pictures, illustrations, and personal knowledge to make and confirm predictions about stories.
- ❑ 20.* Connects information found in text to personal experience.
- ❑ 21.* Understands the relationship between spoken and written work.
- ❑ 22.* Uses knowledge of basic capitalization and punctuation when reading.
- ❑ 23.* Blends beginning, middle, and ending sounds to form words while reading.
- ❑ 24.* Reads to confirm initial predictions about text.
- ❑ 25.* Use knowledge of consonants, consonant blends, and common vowel patterns to decode unfamiliar words.
- ❑ 26.* Recognizes common contractions, compound words, and abbreviations (e.g. can't, baseball, Jan).
- ❑ 27.* Interprets information in text to confirm or reject initial predictions.

- ❑ 28.* Uses context clues and prior knowledge to understand unfamiliar texts (e.g. pictures, diagrams).
- ❑ 29.* Uses knowledge of sentence structure and punctuation when reading.
- ❑ 30.* Uses decoding and word recognition skills (e.g. suffixes, prefixes, vowel patterns, syllable breaks, word families, sight words).
- ❑ 31.* Demonstrates literal, interpretive, and/or critical comprehension by answering various how, why, and what-if questions.
- ❑ 32. Identifies the written names and/or relationship names of family members.
- ❑ 33. Identifies the written names of important objects found in and around his or her school and home.
- ❑ 34. Reads and follows simple written instructions.
- ❑ 35. Identifies key words found on employment applications and other simple forms.

Indicator 2: Students will evaluate patterns of organizations, literary elements, and literary devices within various texts.

Benchmarks:

- a. * Identify various organizational patterns authors use to create reader interest (e.g. limericks).
- b. * Explore literary elements and devices are used in various texts (e.g. character, setting).
- c. * Explore how authors use both literary elements and devices in stories.

Functional Standards

- ❑ 1. Demonstrates ability to sequence stories through picture cards, completion of stories, and retelling of stories.
- ❑ 2. Reads stories with repetitive patterns (Brown Bear, Brown Bear).
- ❑ 3. * Identifies and describes characters, settings, and key events.
- ❑ 4. * Identifies patterns of rhyming words (e.g. poems, songs).
- ❑ 5. * Identifies the problem or central idea in stories.
- ❑ 6. * Identifies patterns of rhyming words and repeated phrases in various texts.
- ❑ 7. * Describes cause and effect relationships in various text (e.g. why, what if, how, when).

Indicator 3: Students will interpret and respond to a diversity of works representative of a variety of cultures and time periods.

Benchmarks:

- a. * Identify personal favorites in reading materials.

Functional Standards

- ❑ 1. Independently looks at picture books.
- ❑ 2. Attends and participates in readings of nursery rhymes, nonsense rhymes, fingerplays and poetry.

- ❑ 3. Enjoys being read to and looks at books independently.
- ❑ 4. Explores a variety of worthy literary and narrative works (e.g. Caldecott books, picture books).
- ❑ 5. Selects literature appropriate for reading level, purpose, and interest.
- ❑ 6. Defines the attributes of personally appealing reading materials.

Indicator 4: Students will access, synthesize, and evaluate information from a variety of sources.

Benchmarks:

- a. * Identify different information sources to use for various purposes, e.g., Internet, CD- ROM, print materials.
- b. * Identify the appropriate materials/resources needed to explore specific topics.
- c. * Gather information from different sources to make reasonable decisions.

Functional Standards

- ❑ 1. Matches survival signs.
- ❑ 2. Demonstrates understanding of survival signs/words.
- ❑ 3. Identifies survival signs in the environment.
- ❑ 4. Matches warning, informational and safety signs with picture clues.
- ❑ 5. Reads and describes meaning for safety, informational and warning signs.
- ❑ 6. Identifies warning, informational and safety signs in the environment.

- ❑ 7. * Identifies everyday print materials that provide information (e.g. labels, newspapers).
- ❑ 8. Discriminates between fantasy and reality in stories.
- ❑ 9. Identifies the main idea in simple print materials.
- ❑ 10. Identifies appropriate sources to answer specific questions (e.g. weather forecast, calendars).
- ❑ 11.* Restates the main idea of simple expository information.
- ❑ 12.* Uses appropriate sources to locate specific types of information (e.g. calendar, newspaper, encyclopedia, dictionary, atlas).
- ❑ 13.* Identifies resources which provide factual information.
- ❑ 14.* Comprehends main idea and supporting details in simple expository information.
- ❑ 15.* Locates and paraphrases information within text to answer questions.
- ❑ 16.* Understands the function of organizational features and use them to locate information (e.g. table of contents, index, glossary).
- ❑ 17.* Uses text organizers such as type headings and graphics to predict and categorize information in print materials.
- ❑ 18. Uses written resources to gain information.
- ❑ 19. Seeks appropriate adult help when experiencing difficulties with written materials.

Goal 2 - WRITING

Students will write effectively for different audiences and specific purposes.

Indicator 1: Students will use appropriate mechanics, usage, and conventions of language.

Benchmarks:

- a. * Apply simple conventions of language in written work.
- b. * Use expanding vocabulary and appropriate spelling in written work.
- c. * Revise and edit written work using basic conventions of language.

Functional Standards

- ☐ 1. Marks with a crayon or pencil on paper after demonstration.
- ☐ 2. Imitates written forms of various types (e.g. vertical line, horizontal line, cross, diagonal, square, circle, etc.).
- ☐ 3. Traces lines to form various shapes and name.
- ☐ 4. Upon request, prints any three capital letters on a piece of paper without a model when told to, "Print three letters."
- ☐ 5. Copies various forms (e.g. vertical line, horizontal line, cross, diagonal, square, circle, etc.).
- ☐ 6. Independently draws forms upon request.

- ❑ 7. Demonstrates knowledge of left to right progression (e.g. in writing letters and numbers...etc).
- ❑ 8. Progressively (trace, dots, model, independently) demonstrates the ability to write letters, one's name and other words.
- ❑ 9. Copies words from a model.
- ❑ 10. Writes upper and lower case letters as appropriate.
- ❑ 11. Recognizes that words are used in a specific order in sentences (e.g. s-v: Mary runs).
- ❑ 12. Uses punctuation at the end of sentences.
- ❑ 13. Begins sentences with capital letters.
- ❑ 15. Writes complete sentences for a specific purpose.
- ❑ 16. Uses descriptive words when writing about people, places, things, and events.
- ❑ 17. Uses correct spelling of frequently used words in final copies.

Indicator 2: Students will use appropriate style, organization, and form in technical, transactional, creative, and personal writing.
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Benchmarks:

- a. * Recognize various ways to organize writing based on the intended purpose and audience.
- b. * Recognize writing styles used for different audiences and purposes, e.g., notes to a friend, thank you letter.
- c. * Identify different formats found in various types of publications, e.g., newspapers, letters, books.

Functional Standards

- ❑ 1. Writes using left to right, top to bottom progression.
- ❑ 2. Writes his or her address.
- ❑ 3. Writes his or her age and birth date.
- ❑ 4. Writes shopping and other lists.
- ❑ 5. Writes notes and other simple correspondence.
- ❑ 6. Writes brief narratives describing personal experience.
- ❑ 7. Writes to accomplish different purposes (e.g. share, inform, invite).

Indicator 3: Students will use various strategies and techniques to improve writing quality.

Benchmarks:

- a. * Explore the characteristics of various literary works to model effective writing.
- b. * Use suggestions from others to improve writing.
- c. * Write on a routine basis to improve personal work.

Functional Standards

- ❑ 1. Shares writing with others for revision.
- ❑ 2. Uses letters and phonetically spelled words when writing.
- ❑ 3. Generates personal and formal letters, thank you notes, and invitations.
- ❑ 4. Uses technology to share writing with others.
- ❑ 5. Uses various types of technology for sharing, revising, and editing written work.

Indicator 4: Students will write to clarify and enhance understanding of information.

Benchmarks:

- a. * Write to determine what is known about specific topics.
- b. * Write to clarify the meaning of new information.
- c. * Uses various examples from various sources to support personal interpretations.

Functional Standards

- ☐ 1. Gathers information from pictures, books, and videos to enhance writing.
- ☐ 2. Creates illustrations which represent information (e.g. a personal trip).
- ☐ 3. Creates sentences or word representations to explain events.
- ☐ 4. Retells or restates what has been heard or seen.
- ☐ 5. Writes to organize information and ideas.
- ☐ 6. Uses writing to demonstrate understanding of various topics in science, social studies, and mathematics.
- ☐ 7. Uses books and other media to gather information to write about life situations.

Goal 3 - LISTENING AND VIEWING

Students will use critical listening and viewing skills in various situations and for a variety of purposes.

Indicator 1: Students will use various listening and viewing strategies in social, academic, and occupational situations.

Benchmarks:

- a. * Identify various barriers to effective listening and viewing (e.g., distractions).
- b. * Identify helpful listening techniques used in decision-making situations.
- c. * Identify non-verbal cues that are used when communicating.

Functional Standards

- ☐ 1. Reacts to sounds.
- ☐ 2. Reacts to name being called by turning head, making eye contact, ...etc.
- ☐ 3. Is attentive during conversation/instruction.
- ☐ 4. Looks at objects, pictures, people, and actions being named.
- ☐ 5. Follows increasingly complex multiple step directions.
- ☐ 6. Responds appropriately to nonverbal cues such as pointing, facial expressions.
- ☐ 7. Responds appropriately to practical non-verbal signals (e.g. flashing lights, street crossings).

- ❑ 8. Responds appropriately to oral directions and instructions given by work supervisors and asks for clarification and further explanation when needed.
- ❑ 9. Continues a behavior when praised, and stops an undesirable behavior when asked.
- ❑ 10. Follows instructions for leisure time activities.
- ❑ 11. Accepts oral invitations from others to participate in various leisure time activities.

Indicator 2: Students will interpret and evaluate ideas/information from various oral/visual sources.
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Benchmarks:

- a. * Identify the basic intent of various oral and visual messages (e.g. advertisements).
- b. * Identify the qualities that make oral and visual information accurate and valid.

Functional Standards

- ❑ 1. Responds appropriately to a variety of verbal directions/requests.
- ❑ 2. Follows increasingly complex directions.
- ❑ 3. Identifies common environmental sounds.
- ❑ 4. Listens to a simple story attentively and demonstrates enjoyment and awareness by actions or facial or verbal expressions.
- ❑ 5. Names person, place, objects described or visible.
- ❑ 6. Identifies relevant sources of information and uses the information for their personal benefit.

Indicator 3: Students will utilize various strategies retain/retrieve critical oral and visual information.

Benchmarks:

- a. * Identify types of information used in daily activity.
- b. * Use questions to gain understanding of oral/visual information.
- c. * Use organization skills to assist in recall of oral/visual information.

Functional Standards

- ☐ 1. Responds appropriately to questions posed by others.
- ☐ 2. * Uses visual organizers to remember everyday information (e.g. labels, helper charts).
- ☐ 3. * Asks appropriate questions.
- ☐ 4. * Restates what others say to demonstrate recall.
- ☐ 5. * Uses patterns to recall information (e.g. alphabet song).
- ☐ 6. * Uses visual organizers to remember pertinent information (e.g. calendars).
- ☐ 7. * Asks appropriate questions to clarify information.
- ☐ 8. * Restates information in a sequence similar to how it was presented (e.g. simple directions).
- ☐ 9. * Uses visual cues to remember pertinent information (e.g. calendar, daily class schedules).
- ☐ 10.* Asks different types of questions for different purposes (e.g. directions, clarification).
- ☐ 11.* Creates or uses rhymes/patterns to recall important information (e.g. i before e except after c).

Goal 4 - SPEAKING

Students will speak effectively in a variety of formal and informal situations.

Indicator 1: Students will use the appropriate structure and sequence to best express ideas and convey information.

Benchmarks:

- a. * Present information in a clear and logical form.
- b. * Use responses from peers to judge speaking success.

Functional Standards

- ☐ 1. * Retells an experience in a logical sequence.
- ☐ 2. * Uses words to describe/name numbers, colors, size, shape, location, people, places, things, and actions.
- ☐ 3. * Tells/retells stories in a logical order or sequence.
- ☐ 4. * Gives simple one and two step directions.

Indicator 2: Students will use appropriate language and style for a variety of social, occupational, formal, and informal situations.

Benchmarks:

- a. * Use accepted language in personal communication.

Functional Standards

- ☐ 1. Appropriately uses the non-verbal aspects of communication when with others, through imitation and initiation.
- ☐ 2. Names common objects.
- ☐ 3. Reciprocates greetings.
- ☐ 4. Answers simple "WH" questions.
- ☐ 5. Expresses ideas in complete statements.
- ☐ 6. Makes requests appropriately.
- ☐ 7. Uses description to communicate about past, present, and anticipated experiences.
- ☐ 8. States "I don't know" when student doesn't know something upon request.
- ☐ 9. Speaks clearly to be understood by most listeners.
- ☐ 10. Follows the social conventions of the group when speaking (e.g. taking turns, voice, appropriate language, etc).
- ☐ 11.* Recognizes and uses correct grammar when speaking.
- ☐ 12.* Uses complete sentences when speaking.
- ☐ 13. Interact appropriately in formal and informal speaking situations with peers and adults.
- ☐ 14. Asks for needed work materials and equipment when they are not readily available.

- ❑ 15. Informs the appropriate individual when he or she will be late or will be absent from work.
- ❑ 16. Transmits messages to co-workers and supervisors when asked to do so.
- ❑ 17. Shares his or her thoughts and feelings with co-workers.
- ❑ 18. Discusses work-related matters with supervisors.
- ❑ 19. Provides appropriate information, including work history and qualifications, to a prospective employer in a job interview.
- ❑ 20. Invites family members, friends, and neighbors to join him or her in various leisure-time activities, including games and sports, entertainment and sports events, shopping, and social events.
- ❑ 21. Engages in the communication involved in participating in various leisure-time events.
- ❑ 22. Communicates needs, thoughts, and feelings to pertinent members of the household.
- ❑ 23. Shares information of importance obtained from the media and other sources with other members of the household.
- ❑ 24. Makes telephone calls requested by household members or that deal with factors and issues pertinent to the household.

Indicator 3: Students will use various presentation strategies to enhance oral communication, e.g., non-verbal techniques, visual aids, physical setting/environments.

Benchmarks:

- a. * Identify various non-verbal speaking techniques.
- b. Use various resources to support oral communication.

Functional Standards

- ☐ 1. Includes non-verbal cues (pointing, gestures, physical prompts) when responding to others.
- ☐ 2. Uses alternate modes of communication (e.g. keyboard, sign, pictures, etc).
- ☐ 3. * Recognizes that body movements and facial expressions represent feelings.
- ☐ 4. * Uses pictures when telling a story.
- ☐ 5. * Uses facial expressions as a means of non-verbal communication.
- ☐ 6. * Uses pictures or drawings when telling or retelling stories.
- ☐ 7. * Uses body movements and facial expressions as a means of non-verbal communication.